Recommendations for Improving the Professional

Development of Self-Leadership Traits at Pansion State College

by

Consuelo A. Quijano

An Applied Research Report Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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APPROVED BY:

Nina Shenkle, EdD, Faculty Mentor

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Abstract

The purpose of this applied study was to provide recommendations for improving the professional development of self-leadership traits of professors at Pansion State College (PSC, pseudonym) in Santa Rosa County, Florida. The problem was that leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. There was the need for more leadership practices in higher education to help faculty reach excellence. Using a trait leadership theory as a framework, this study intended to investigate which leadership traits or characteristics have been manifested in a community college and answer the central question: How can the professional development of self-leadership traits be improved for professors at PSC? Purposeful sampling was used to select the participants, and 21 people volunteered to participate by completing a questionnaire. Data collection was performed using the Leadership Trait Questionnaire (LTQ). After the data analysis, five recommendations were presented to improve teachers' leadership traits and skills. The five recommendations are to (a) provide professional development to enhance teachers' learning, (b) coach for continuous improvement of skills, (c) establish collaborative inquiry for each department, (d) create a support system for each department, and (e) establish teamwork and team building with other departments.

Keywords: personality traits, leadership, skills, leaders, teachers

Role of the Researcher

Consuelo Quijano currently teaches the Filipino language at a military institution. She has 14 years of teaching experience. Her education includes a bachelor's degree from St. Paul University, Philippines, and a Master of Business Administration degree from John F. Kennedy University. She is currently pursuing a Doctorate of Education from Liberty University with a cognate in educational leadership. She assumes multiple roles in her team and department. Aside from teaching, she was entrusted with a team leader position. She has no relationship with the site but intends to provide practical recommendations for improvement.

The researcher is expected to perform proper documentation of data. Integrity and confidentiality must be highly regarded. Additionally, the researcher is also expected to follow the research site's policy and perform a careful examination and reporting. Some biases that should not happen are sampling or selection bias, cultural bias, and conflict of interest. The researcher may pose some bias if she had an affiliation with any faculty and staff member of the school or with a student. Therefore, the researcher ensured she had no affiliation with any member of the school. As a researcher, it is imperative to the integrity of the study that biases be bracketed out to allow the literature review and data collection and analysis results to determine the recommendations for this research. Accordingly, the researcher needed to be conscientious at all times, professional, and sought advice from experienced researchers.

Permission to Conduct Research

The study was conducted after receiving site permission from the department's internal review board (IRB) chair, Miss Johnson (see Appendix A). IRB is guided by policies requiring evidence of awareness relevant to ethical issues concerning the following principles: respect for persons, concern for welfare, and justice (Creswell & Poth, 2018). Once permission was granted, an exemption was granted to the researcher by Liberty University. The researcher originally planned to attend a meeting with the department head and professors, but due to the COVID-19 global pandemic, the researcher was advised by the research site's point-of-contact that most professors were teaching virtually and a face-to-face might be difficult. Then, the researcher explained the nature and purpose of the study. The researcher was asked by the site point-of-contact to submit the questionnaire for mass distribution. Those who participated in the study needed to complete the consent form (see Appendix B). This form stated that participating in the study was voluntary and would not place the participants at undue risk (Creswell & Poth, 2018).

Ethical Considerations

Doctoral students are tasked to work with diligence, honesty, and trustworthiness. The researcher obtained permission and informed consent from PSC before any data was solicited. Therefore, the researcher had to be aware of ethical issues related to three principles: respect for others, concern for welfare, and justice (Creswell & Poth, 2018). Issues on confidentiality could impact the researcher and the college; therefore, the researcher had to guarantee the privacy of the participants and personal data. Participants were selected from those who responded to the email sent by the point of contact. Pseudonyms were used for the school and all participants to protect them from harm. Identifying information was not collected during the survey process. All instruments were stored in a secured area. Data were uploaded to a computer before transferring

it to a flash drive. Then, the flash drive and other hard copies were stored in a locked filing cabinet. A password was created to protect files on the computer and flash drive. All written data will be destroyed 3 years after the conclusion of the research. The information contained in this report is not generalizable and will not be shared or distributed outside of PSC. For these reasons, IRB approval was not required.

Chapter One: Introduction

Overview

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits for faculty at PSC. The problem was that the leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. There was a need for more leadership practices in higher education to help faculty reach excellence. This chapter presents the Organizational Profile, an Introduction to the Problem, the Significance of the Research, the Purpose Statement, Central Research Question, and Definitions for this research. The central research question, terms pertinent to the study, and a summary are also provided.

Organizational Profile

The study was conducted at Pansion State College (PSC, pseudonym). It is in the northwestern part of Florida in the United States. PSC is a public community college with campuses in Milton, Pensacola, and Warrington. At the time of the study, the state college served over 9,000 students, 3,811 were full-time undergraduates, and 5,902 were part-time undergraduates. The majority of enrollment was African American and White, and 75% were receiving financial aid. The current student–faculty ratio was 23:1 (Niche, 2021).

The college offered associate and baccalaureate degrees to students in northwest Florida. Also, there were more than 100 programs, including adult basic education, dual enrollment, kids' college, recreation and leisure classes, and corporate and professional training. Evening degree programs were also offered. The overall niche grade of a state college encompasses academics, diversity, athletics, professors, dorms, student life, value, campus, party scene, location, campus food, and safety (Niche, 2021). Each component is calculated using public data sets, reviews,

and analysis. At the time of the study, the rating given to professors at PSC was a C, which is based on faculty accomplishments, salary, student reviews, and other not mentioned factors (Niche, 2021).

The leadership at the college was focused on a strategic plan of fulfilling the following goals: (a) to foster institutional culture; (b) to efficiently use resource management; (c) to maintain and update facilities; (d) to expand external funding; (e) to partner with appropriate educational, government, and business institutions; (f) to sustain instructional excellence; (g) to enhance student success; and (h) deliver an effective marketing strategy. The board of trustees is appointed by the governor and confirmed by the Senate of Florida. It comprises eight members serving 4-year terms and overseeing the operations of the college. They are responsible for appointing and evaluating the president's performance as the chief executive officer of the college who is in charge of the day-to-day operation and management of the college (PSC, n.d.).

Introduction to the Problem

The problem was that leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. There was a need for more leadership practices in higher education to help faculty achieve excellence. It was not clear what approach or styles of leadership were associated with effectiveness in higher education institutions (Kok & McDonald, 2017). As few studies on leadership practices or effectiveness in higher education were available, there was a need to focus on individual performance for leaders and managers to make the connection between corporate performance and team behavior to strive for excellence (Kok & McDonald, 2017). Studies on leadership have been redesigned to be able to remain relevant depending on the context and functions of the institutions that demand a very high degree of precision, confidence level, sensitivity, care, and technical expertise (Khan et al., 2016). For

example, the great man theory, which is the oldest theory was widely explored by researchers, scholars, and authors, postulated that in order to become a great leader, the person should possess some traits from birth, and traits may be unfeasible to gain later (R̈uzgar, 2019). It was imperative and relevant to identify the traits of effective leaders and what they possess in common, which eventually resulted in the development of the trait approach (Khan et al., 2016).

Whether working in a profit, nonprofit, private, or public sector, a leader should possess traits that influence, inspire, or encourage followers. Leadership style is an essential element in performing duties and ensuring the satisfactory performance of an organization (Yahaya & Ebrahim, 2016). It is described as a pattern of attitudes that leaders have and the behaviors they exhibit (Anderson & Sun, 2017). If leadership styles reflect generational differences in the school, educators and leaders need to further education and development to raise teacher's awareness of individual leadership style for students to be more effectively engaged in learning (Boyle et al., 2018). A school or workplace may be comprised of individuals from diverse generations. Being aware of the generational characteristics can prepare educators to adapt their leadership styles to develop their ability to effectively engage and lead people of any generation (Boyle et al., 2018).

Furthermore, "the function of leadership is to build and maintain internal consensus regarding the institutional mission and processes and to represent this consensus to the external world" (Karlsen et al., 2017, p. 467). A person's leadership experience is significant as it may affect individual values, and their leadership traits impact the members of the organization (Nichols, 2016). There is a need for school leaders to recognize their leadership styles and to perceive how their style contributes to the overall effectiveness of their school because they play an integral role in operating all aspects of a school (Smith, 2016). The problem this study

addressed was how the teacher's leadership traits could be improved to help the overall success of the school and its members.

Significance of the Research

The significance of this study was examined using the assessment of each teacher on their leadership traits. College professors may benefit from assessing their own strengths and weaknesses and seeking opportunities for self-improvement. Administrators and department heads may also improve themselves to be better role models. It was paramount to understand and analyze teachers' perceptions of how their leadership traits have been demonstrated in school and maximize their potential to achieve excellence. Leadership in education aims to nourish professionalism by requiring more attention to the teachers' evolving roles both inside and outside the classroom (Whitehead & Greenier, 2019). Leaders can possess different self-identities and a particular self-identity can be instructed depending on the context or situation (Anderson & Sun, 2017). Once leadership traits are assessed, a leader can reflect on their leadership skills and how it is applied to teaching practice.

Additionally, focusing on assessing leadership skills can deliver indispensable contributions to the success of teaching and learning (Whitehead & Greenier, 2019). The higher education institutions assume the responsibility to demonstrate a growing commitment to sustainable development (Casarejos et al., 2017). The lack of research on leadership in higher education was the main need for this study as most of the current research has been focused on elementary and secondary levels of education.

Purpose Statement

The purpose of this applied study was to provide recommendations to improve the professional development for self-leadership traits at PSC in Santa Rosa County, Florida. In a

research, teachers' experience will be generally defined as meaningful, concrete relations in the context of a particular situation (Moustakas, 1994). Data collection was performed using leadership trait questionnaire (LTQ). Twenty-one college professors participated in the online survey. The survey was administered by SurveyMonkey, a web-based platform hosted by Momentive.

<div align="center">**Central Research Question**</div>

How can the professional development of self-leadership traits be improved for professors at Pansion State College?

<div align="center">**Definitions**</div>

1. *Community Colleges* – Community colleges are community-based institutions of higher education open to anyone with a desire to learn. Community colleges offer comprehensive educational programs and have open-access admission policies (American Association of Community Colleges, 2015).

2. *Instructional Repertoire* – Instructional repertoire is "the array of teaching and learning strategies we use to design experiences that promote student learning of the curriculum" (Baldanza, 2016, p. 5).

3. *Leadership* – "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2018, p. 6). School leadership, in particular, may focus both on managerial roles and teachers' involvement in their instructional expertise to ensure student learning and success (Timor, 2017).

4. *Teacher Leader* – "He or she is the person in the group who possesses the combination of personality and leadership skills that makes others want to follow his or her direction" (Shillingstad & McGlamery, 2019, p. 27).

5. *Traits* – "Stable dispositions, that is, descriptions of individual differences in styles of thought, feeling, and behavior" (Matthews, 2018, p. 69).

6. *Trust* – "a person's confidence in another individual's intentions and motives and in the sincerity of that individual's word" (DuBrin, 2019, p. 30).

Summary

The purpose of this applied study aimed to provide recommendations for improving the professional development for self-leadership traits of 21 teachers at PSC in Santa Rosa County, Florida. The problem was that leadership traits necessary for teaching excellence at PSC have not been identified among the faculty. This chapter presented the Organizational Profile, an Introduction to the Problem, the Significance of the Research, the Purpose Statement, Central Research Question, and Definitions for this research. Having effective leadership is a powerful way to improve classroom teaching and student learning experience, and influence teacher–student interaction as well (Xhomara, 2018). Consequently, leadership behaviors associated with leadership style indicates a significant conceptual overlap that is an illustration of the complexity of how leadership impacts student outcomes (Urick, 2016). There have been a few studies that explored teachers' leadership styles in teaching practice (Nasra & Arar, 2019; Whitehead & Greenier, 2019).

To capture the essence of leadership, trait theory guided this study. Trait theory is the oldest of the modern leadership approaches and it elucidates how traits influence leadership (Meuser et al., 2016; Northouse, 2018). The five core aspects of leadership theory entail cognitive elements, individual and group behavior, historical context, proximal context, and distal context (Meuser et al., 2016). Characteristics associated with leadership are classified into three categories: personality traits, motives, and cognitive factors (DuBrin, 2019). It is essential

to explore the concept of these traits to understand teachers' perception of their own leadership

traits. In the next chapter, a more-in depth conceptual framework and synthesized literature

review are discussed.

Chapter Two: Literature Review

Overview

The purpose of this applied study was to provide recommendations to improve the professional development for self-leadership traits at Pansion State College (PSC) in Santa Rosa County, Florida. The problem was that leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. This chapter presents the Narrative Review, Theoretical Framework, and Summary.

Narrative Review

Leadership is a critical factor in the success of an organization or school institution, a significant resource for any group, and a process of influencing others (Crowne, 2019). In a learning environment, students perceived their teachers as role models. A teacher also serves as the frontline of the school and is deemed as leaders in the classroom. Effective leadership is necessary for the successful teaching and academic growth of students (Xhomara, 2018). A teacher is primarily an educator, but their role is not limited to the sole task of teaching. They also integrate modeled lesson demonstrations to teach students diverse skills (Schunk, 2016; Timor, 2017). Teachers are expected to facilitate student's learning and assist them in achieving their academic goals. However, a teacher can excel in teaching but not possess leadership traits and skills. Skills refer to what leaders can achieve, whereas traits refer to their innate characteristics and contribute to leadership effectiveness in many situations (DuBrin, 2019; Northouse, 2018).

Personality research has become a rich resource of knowledge about human attitudes and behaviors and workplace outcomes that have been used in different disciplines (Simha & Parboteeah, 2020). Personality is comprised of psychological, emotional, and behavioral

elements that transform how individuals are inclined to interact with the social and physical environment, where traits are descriptive and considered for to develop an integrative outlook of the person (Marcus & Roy, 2019). Leadership traits conceptually originated around the five-factor model of personality (Northouse, 2018). Prochazka et al. (2018) also referred to these traits as OCEAN (i.e., openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism). The big five model contains these five solid and distinct personality characteristics and is one of the most popular and standard personality theories. The big five model has the highest meta-analytic correlations with leadership emergence, where neuroticism and extraversion relate to surgency, openness to intellect, agreeableness and conscientiousness connect to dependability (Kalish & Luria, 2020; Northouse, 2018; Simha & Parboteeah, 2020). Furthermore, the big five factors have been linked with some ethical outcome elements, which includes ethical leadership, academic dishonesty, and ethical outcomes (Simha & Parboteeah, 2020).

Neuroticism is the tendency to be depressed, anxious, insecure, vulnerable, and hostile (Northouse, 2018). Neuroticism refers to emotional stability and implies a crucial negative relationship with employee engagement (Meskelis & Whittington, 2020). Individuals who are high in neuroticism tend to demonstrate emotional instability, anxiety, moodiness, irritability, and sadness and likely associate with negative emotion, hostility, and nervousness (Meskelis & Whittington, 2020).

Extraversion is the tendency to be sociable, assertive, and to have positive energy (Northouse, 2018). Extraversion as one of the components of big five personality traits that is associated with intense interpersonal interactions, which include sociability, gregariousness, assertiveness, and talkativeness (Berkovich & Eyal, 2021; Le Sante et al., 2021) and relates to

individual's tendency to gain power and status (Frieder et al., 2018). It is also deemed as an asset in functions with a primary social interaction element (Berkovich & Eyal, 2021). Individuals who have high extraversion are likely to be expressive, outgoing, positive, active, self-confident, gregarious, and ambitious (Berkovich & Eyal, 2021; Frieder et al., 2018).

Openness is the tendency to be informed, creative, insightful, and curious (Northouse, 2018). Openness is the acceptance and embracing of new and unusual ideas or methods and positively relates to individual's self-reported knowledge exchange (Kunrath et al., 2020). Research has shown the level of openness is a predictor of performance (Kunrath et al., 2020) and the strongest predictors of environmental outcomes (Marcus & Roy, 2019). This trait entails engaging in new experiences and demonstrating a broad range of interest because the individual is artistic, curious, creative, imaginative, and insightful (Marcus & Roy, 2019; Meskelis & Whittington, 2020). Therefore, it allows an individual to deal with uncertainty and be creative. Leaders who use creativity remain open to accept ideas, demonstrate curiosity to generate ideas, and maintain flexible in any change (Tripathy, 2018).

Agreeableness is the tendency to be accepting, conforming, trusting, and nurturing (Northouse, 2018). Agreeableness is another significant predictor of social and environmental behaviors and described as getting along with others and maintaining social harmony (Marcus & Roy, 2019). Agreeableness or likability describes individuals who are good-natured, trusting, cooperative, appreciative, forgiving, generous, kind, sympathetic, and displays altruistic behavior (Crowne, 2019; Le Sante et al., 2021; Marcus & Roy, 2019). It manifests a person's natural tendency to be compassionate, helpful, courteous, patient, peaceful, and lenient when judging others without holding grudges (Meskelis & Whittington, 2020). However, Northouse (2018) revealed that agreeableness is not robustly associated with leadership. It was established to be

positively and crucially correlated with the interpersonal facilitation aspect of contextual performance (Le Sante et al., 2021).

Conscientiousness is the tendency to be thorough, organized, controlled, dependable, and decisive (Northouse, 2018). Conscientiousness demonstrates the tendency to be dependable, persistent, goal-oriented, decisive, thorough, responsible, organized, and steady that is usually manifested in one's work and when performing tasks (Crowne, 2019; Kalish & Luria, 2020; Meskelis & Whittington, 2020; Northouse, 2018; Simha & Parboteeah, 2020). Traits associated with conscientiousness have a well-established core of prioritizing long-term goals, fulfilling one's obligations, working hard, accepting challenges (Le Sante et al., 2021), setting high performance goals, and investing personal resources in work activities (Berkovich & Eyal, 2021).

Personality Characteristics

DuBrin (2019) defined a general personality trait as a trait that is observable both within and outside the context of work, which is also related to success and satisfaction in work and personal life. Personality traits are considered basic psychological features (Berkovich & Eyal, 2021) that generally affect behavior across contexts (Marcus & Roy, 2019). Furthermore, they influence job performance and roles of leadership behavior that may have already been identified in social or environmental situations (Frieder et al., 2018; Marcus & Roy, 2019). Previous research has shown personality traits and leadership styles have a thorough relationship with an employee's level of engagement (Meskelis & Whittington, 2020). The 14 personality characteristics in Northouse's (2018) Leadership Trait Questionnaire that are crucial and relevant for leaders generally are articulate, perceptive, self-confident, self-assured, persistent, determined, trustworthy, dependable, friendly, outgoing, conscientious, diligent, sensitive, and

empathic. All these characteristics are valuable information about the individual's qualities for leadership and how to serve their organization best (Northouse, 2018).

Articulate, Perceptive

Northouse (2018) described being articulate as someone who communicates effectively with others. It does not refer to a person's accent, voice, tone, or intonation. Communication guides and forms our relationship with others and is viewed as a factor that moderates the influence of diversity on performance (Tripathy, 2018; Trittin & Schoeneborn, 2017). Every step taken at schools, universities, or workplaces requires proper communication. Great communication is more than understanding what you are trying to say, it is about how people react and feel about you afterward (Studer, 2020). With reference to personality characteristics, being articulate is considered as a salient attribute to represent the team well toward external affiliations (Fransen et al., 2020).

The articulate trait applies to various practices such as training, recruiting, leadership, or mentoring programs (Trittin & Schoeneborn, 2017). As an example, charismatic leaders are visionary leaders that possess masterful communication skills and use colorful language to inspire people (DuBrin, 2019). With poor communication, ambiguities, and lack of transparency, the process of daily planning and coordinating with team members impacts the entire organization (Studer. 2020; Tripathy, 2018). Thus, having effective communication skills contributes to all aspects of leadership (DuBrin, 2019), but when communication fails, it may be due to lack of ability to think creatively and analyze sensibly (Tripathy, 2018). Creativity is a significant aspect of a leader's role, thus effective leaders are creative because they resort to imaginative and original solutions to complex problems (DuBrin, 2019).

Aligned with articulate trait is being perceptive, which Northouse (2018) described as discerning and insightful. Insight is a depth of understanding that entails reasonable intuition and common sense (DuBrin, 2019). As a thinking process, intuition is used to provide the understanding of the problem and other skill sets are crucial to make communication more pragmatic and relationship-oriented (DuBrin, 2019; Marcus & Roy, 2019). Aside from being insightful, these other skill sets are associated with being artistic, curious, and imaginative, allowing people to engage in new experiences (Marcus & Roy, 2019). As leaders, being insightful is an essential trait because they manifest the best use of both their own and others' talents, examines a situation, and adapts leadership approach accordingly (DuBrin, 2019).

Self-Confident, Self-Assured

Another personal trait of leadership is self-confidence. Northouse (2018) stated that having self-confidence is believing in oneself and own abilities. Kunrath et al. (2020) claimed that professional identity is a dynamic social and self-perceptive construct that represents how people view themselves as professionals, and how people understand their roles and responsibilities to gain satisfaction and confidence from their work. Confidence is one of the crucial elements of positive psychological capacities that refers to having self-efficacy (Northouse, 2018). According to Kunrath et al. (2020), "Confidence as a sense of personal trust, or certitude that allows for exploitation of professional competencies (personal confidence)" (p. 4). The presumption is one has the ability to successfully carry out a specified task and confidence validates an individual's beliefs and work decisions (Kunrath et al. 2020; Northouse, 2018). By believing in yourself and abilities, you are showing others that a desirable outcome of the task is highly possible. Therefore, leaders who have confidence are more likely to be

motivated and engaged to succeed (Northouse, 2018). Thus, confidence justifies a person's beliefs and work decisions (Kunrath et al., 2020).

Consequently, when a leader is self-confident, they are secured with self and free doubts (Northouse, 2018). Being self-assured manifests that you have high regard to self-awareness. Northouse (2018) claimed that self-awareness, internalized moral perceptive, balanced processing, and relational transparency are components of authentic leadership. Self-awareness is the personal insights of the leader through keenly processing feedback about oneself to improve personal effectiveness (DuBrin, 2019; Northouse, 2018). It allows leaders to know their strengths, weaknesses, and limitations, and the impact they have on others (DuBrin, 2019; Northouse, 2018). It also reflects on your core values, identity, emotions, motives and goals, and how you represent yourself at the deepest level (Northouse, 2018). Furthermore, leadership development enhances through self-awareness, and people see leaders who have greater self-awareness as more authentic (DuBrin, 2019; Northouse, 2018).

Determined, Persistent

Berkovich and Eyal (2021) believed people with high conscientiousness tend to be determined. Having determination is the inclination to get the job done and includes characteristics such as initiative, persistence, dominance, and drive (Northouse, 2018). People with determination are proactive and exhibit tenacity even when faced with obstacles. Being determined is taking a firm stand and acting with certainty. A person is described as persistent when they stays fixed on the goals, despite interference (Northouse, 2018). DuBrin (2019) claimed that it is imperative to be sensibly persistent because it closely relates to the level of charismatics of an individual. If an idea does not work, the sensible charismatic assimilates the loss and moves forward into a more profitable direction (DuBrin, 2019).

In academia, persistence is relevant and significant as it refers to how teachers motivate themselves, which is reflected in their practice to assist students in achieving success (Scott et al., 2022). For instance, a new principal is anticipated to encounter obstacles, but the person is still focused and persistent in achieving the goals. The persistence of new principals is essential to understand how to entice and sustain high-quality leaders, particularly for complex organizations (Bauer et al., 2019). Significantly, persistence is also explored concerning students' strengths and developmental prerequisites to improve the academic engagement of all students (Banks et al., 2021). The interaction between a school leader and their fellow educators is paramount to the effectiveness of the school (Bauer et al., 2019; Scott et al., 2022).

Trustworthy

Northouse (2018) described trustworthy as when a person is authentic and inspires confidence. This characteristic combines being self-assured and self-confident. Being trustworthy is authenticity, where one is genuine and honest about their personality, values, and beliefs, and has integrity (DuBrin, 2019). Levine et al. (2018) defined "trustworthiness as the propensity to fulfill another's positive implicit or explicit expectations regarding a particular action" (p. 469). It is also a vital concern across all social contexts that reflects an evaluative judgement based on three core characteristics of a trustee: ability, benevolence, and integrity (Holtz et al., 2019). Ultimately, integrity is the quality of honesty and trustworthiness (Northouse, 2018).

Trust refers to the individual's confidence in the other person's intentions, motives, and sincerity, and the readiness to be susceptible to exploitation within a social interaction (DuBrin, 2019; Levine et al., 2018). Thus, trust is closely related to transparency where activities in organizational leadership are open rather than secretive (DuBrin, 2019). Leaders build trust by

expressing a direction and implementing the direction in a fair and impartial way even there are some uncertainties (Northouse, 2018). Leaders do not get trust because of their title, they earn it by the manner they treat those they lead (Younger, 2021). Trust and trustworthiness are connected, but distinct constructs (Holtz et al., 2019; Levine et al., 2018).

Dependable

Being consistent and reliable describes a dependable individual (Northouse, 2018). People can count on that person to do their best at something and knows things will be done properly even when no one is watching. Some recent studies claimed that dark side trait factors such as poor stress tolerance and job reliability could derail one's career and are associated with leadership potential and success (Furnham, 2017). Related to conscientiousness, highly conscientious individuals are also dependable (Berkovich & Eyal, 2021; Crowne, 2019). For example, Janesick (2021) cited that one of the qualities of a research methodologist is being dependable. That person understands the researcher is the critical research instrument, and a dependable methodologist is well-informed about the library and online resources (Janesick, 2021).

Sun and Shang (2019) posited, "the personal value of benevolent dependability relates to servant leadership behaviors, and the personality traits of agreeableness and openness/intellect augment the relationship" (p. 178). Being dependable and supportive plays a vital role in servant leadership because these individuals focus on developing others and directly impact emotional healing, empowering, and helping behaviors (Sun & Shang, 2019). Additionally, individuals high in conscientiousness are responsible, organized, persistent, dependable, and focused on achievement (Berkovich & Eyal, 2021; Zare & Flinchbaugh, 2019), whereas individuals low in conscientiousness are characterized to be less organized, accurate, and dependable (Schmitt et

al., 2022). Followers know they can depend on their leaders' support even in times of failure if their leaders are dependable and trustworthy (Sun & Shang, 2019). Therefore, being dependable is significant to a person's leadership characteristics.

Friendly, Outgoing

Sociability is a leader's proclivity to seek out gratifying social relationships, and this trait is characterized as friendly, outgoing, courteous, tactful, and diplomatic (Northouse, 2018). Sociability is one of the three primary behavioral dimensions of team role behavior (Driskell et al., 2017) and is described as a noncognitive trait (Bütikofer & Peri, 2021). Thus, it is a behavior related to positive social interaction and maintenance of group relations that are essential to the successful functioning of all groups (Driskell et al., 2017). Sociability is the ability to relate to others (Bütikofer & Peri, 2021); and a dimension that represents the distinction between behavior that is outgoing, agreeable, and friendly by showing kindness and warmth versus behavior that is withdrawn, unfriendly, aloof, and solitary (Driskell et al., 2017; Northouse, 2018). Moreover, sociability may also be anticipated by the factors of agreeableness and low neuroticism (Driskell et al., 2017).

Agreeableness, as one of the elements of the big five model, reflects people's interpersonal orientation and emphasizes cooperation, honesty, and trust, which are closely associated with friendliness and compliance (Chen et al., 2018; Schmitt et al., 2022). Individuals with low agreeableness are described as more self-focused and self-interested; getting along with others is less valuable; and can be perceived as skeptical, uncooperative, and unfriendly (Schmitt et al., 2022). Additionally, extroversion reflects one's tendency to be outgoing, sociable, active, cheerful, energetic, talkative, and more comfortable expressing their opinions (Meskelis & Whittington, 2020; Zare & Flinchbaugh, 2019). Extraverts are perceived as proactive and

socially confident and attempt to find opportunities for positive social interaction (Zare & Flinchbaugh, 2019). Therefore, friendly or outing and caring people like to mingle and cooperate with others.

Conscientious, Diligent

In the health psychology literature, conscientiousness is described to be the best personality predictor of longevity that is associated with mortality and frequently related to health behaviors and medication adherence (Buckingham & Corkeron, 2020). Conscientiousness is a high-level domain trait that has a positive impact on tacit implicit knowledge sharing behavior (Obrenovic et al., 2022) and relates to high levels of thoughtfulness, good impulse, and goal-directed behaviors (Meskelis & Whittington, 2020). Conscientious individuals thrive on achievement, work motivation, organization and planning, and self-control (Crowne, 2019) and work well in autonomous settings and in teams (Berkovich & Eyal, 2021). Furthermore, conscientiousness is also known as the most dominant trait influencing engagement (Meskelis & Whittington, 2020).

Conscientiousness has two primary aspects of conscientiousness; these are orderliness and industriousness. Orderliness is characterized as being prepared, organized, and accurate while industriousness, which is deemed to have the strongest association with physical activity, demonstrates hard work, excellence, achievement striving, persistence, perseverance, and ambition (Buckingham & Corkeron, 2020; Obrenovic et al., 2022). Crowne (2019) claimed highly conscientious people are hardworking, persistent, and goal-oriented. Not only leaders are capable of possessing this trait.

In any organization, employees view high levels of organization support to decrease the intent to quit (Treglown et al., 2018). Being diligent is one of the personality traits that everyone

should regard. A description of being diligent is someone who is meticulous, precise, perfectionistic, inflexible about rules and procedures, and critical of others' performance (Treglown et al., 2018). Berkovich and Eyal (2021) believed people with high conscientiousness tend to be diligent.

Empathic, Sensitive

According to Northouse (2018), to be empathic, one should be able to understand and identify with others. Empathy is a critical leadership skill (Younger, 2021) and one of the 10 characteristics of a servant leader, where a leader truly understands what followers think and feel, and analyze the situation from a particular person's viewpoint (Northouse, 2018). Empathy is also manifested in ethical leadership behavior, showing interest in subordinates' concerns and needs (Sosik et al., 2019). It is an attractive trait for an ethical role that relates to self-identify with people, enabling moral, benevolent ,and supportive behavior, and a moral standard that reflects concern for others' welfare (Kunrath et al., 2020; Sosik et al., 2019). Therefore, when leaders demonstrate empathy, followers feel that someone really cares about them, and thus creates a caring environment.

Another trait that is aligned with empathy is sensitivity. Northouse (2018) described sensitive as showing tolerance, tactfulness, and sympathy. Sensitivity is an implicit leader model that followers expect in leaders (Sosik et al., 2019) and is linked to moral sensitivity, the basis of human moral (Uncu & Güneş, 2021). For example, the principals and local school authorities play a role in hiring specialized teachers and selecting teachers with sensitivity and knowledge of content (Lorentzen, 2022). The principals expect teacher specialists to have particular interests and engagement in development tasks that differentiate them from other teachers (Lorentzen,

2022). These actions manifest the significance of being sensitive, where empathy, open-mindedness, and caring exist.

Emotional Intelligence

The aspect of emotional intelligence (EI) in leadership has become more challenging in times of rapid change in the field of culture and business, athletics, education, mental and physical health, and many organizations (Chen & Guo, 2020; Mattingly & Kraiger, 2019; Pekaar et al., 2018). EI is another way of evaluating the impact of traits on leadership where various aspects of emotions, motives, and personality help discover interpersonal effectiveness and leadership skill (DuBrin, 2019; Northouse, 2018). It was popularized by Goleman (1995) and had been studied by researchers and scholars (Chen & Guo, 2020; Mattingly & Kraiger, 2019; Northouse, 2018). According to Dubrin (2019), "Emotional intelligence is the ability to do such things as understanding one's feelings, have empathy for others, and regulate one's emotions to enhance one's quality of life" (p. 38). Northouse (2018) claimed EI comprises a set of personal and social competence.

According to Northouse (2018), personal competence includes self-awareness, confidence, self-regulation, conscientiousness, and motivation, and social competence includes empathy and social skills (i.e., communication and conflict management). Furthermore, EI has four key areas associated with leadership effectiveness. These are self-awareness, self-management, social awareness, and relationship management (DuBrin, 2019). For instance, self-awareness and emotional regulation are essential to many jobs (Mattingly & Kraiger, 2019). These attributes are crucial for teachers because they can mentor, inspire, and advise students.

EI may influence work attitudes in various ways (Miao et al., 2017), help people be successful in life (Northouse, 2018), and also have significant relevance for those people who are

at the start of their leadership careers (DuBrin, 2019). EI, as a critical construct, asserts the ability to perceive and regulate emotions and enable awareness of the emotional states of oneself and others that people who are more sensitive to emotions and how their emotions impact others will be likely more effective leaders (Gaspar et al., 2022; Mattingly & Kraiger, 2019; Northouse, 2018). EI plays a crucial role in high-level management positions due to its key role in driving behavior (DuBrin, 2019). Furthermore, as a personality or leadership trait, EI emphasizes the significance of leaders making effective use of emotions, but when leaders do not have EI, they may not attain their full potential (DuBrin, 2019; Northouse; 2018).

Teacher Leadership

School culture plays a significant influence and role in teacher leadership and educators' practice (Dickerson et al., 2021), which promotes teacher empowerment (Reid et al., 2022). One way to make the teaching profession more interesting is to appoint teachers as leaders of development activities at their schools, where they engage in a wide range of activities and roles that involve leadership (Hirsch & Bergmo-Prvulovicb, 2019; Shillingstad & McGlamery, 2019). Teacher leadership has been postulated as a way to transfer power and authority from hierarchical to more distributed leadership structures by involving teachers in school decision-making processes (Reid et al., 2022).

Teacher leadership is a multifaceted concept that has been delineated as a process and behavior, rather than a position of authority where teachers—individually or collectively—can influence school leaders, members, and school communities to improve teaching and learning practices and a resource to situate teachers in school leadership positions allowing them to assist in organizational goals and perform crucial tasks in school reform (Crippen & Willows, 2019; Dickerson et al., 2021; Hirsch & Bergmo-Prvulovicb, 2019; Shillingstad & McGlamery, 2019;

Supovitz, 2018). Teacher leadership has been closely aligned with a distributed leadership model where leadership is shared and teachers are empowered to lead while sustaining their positions as educators (Crippen & Willows, 2019; Reid et al., 2022). Therefore, teachers can be leaders and educators with almost have the same functions and tasks (Dickerson et al., 2021).

Dickerson et al. (2021) described teacher leadership in two components: (a) teacher leaders and (b) teacher educators. Teacher leaders' tasks are to model pedagogical practices, coach or mentor colleagues, develop and improve curricula, brokering for school improvement, and provide professional development for colleagues (Dickerson et al., 2021; Supovitz, 2018). Teacher educators teach teachers, facilitate students' learning, work on curriculum development, act as brokers in the partnership process between schools and institutions, research new trends in teaching practice and its transformation, introduce students to the teaching profession, and lead professional development (Dickerson et al., 2021; Richter et al., 2021). Generally, teacher leadership involves what teacher leaders and teacher educators can do. A teacher leader's tasks are to model, coach, and mentor, develop curricula, provide professional development, and serve as negotiator (Dickerson et al., 2021; Richter et al., 2021; Shillingstad & McGlamery, 2019; Supovitz, 2018). While a teacher educator's tasks are to teach teachers, coach, guide, mentor, facilitate, negotiate, research, develop curricula, perform gatekeeping, and act as a stimulator of colleagues (Dickerson et al., 2021; Richter et al., 2021, Shillingstad & McGlamery, 2019; Supovitz, 2018).

Significantly, teacher leaders' roles in improving curriculum and instruction entail conducting school-wide professional development, working with subgroups within the school, working with individual teachers, and encouraging leadership from teachers (Dickerson et al., 2021; Supovitz, 2018). Teacher leaders are viewed as knowledgeable colleagues who are

collaborative and reflective and as a result of this, they are allowed by their peers to lead (Crippen & Willows, 2019). Reid et al. (2022) cited that teacher educators as researchers are competent in bridging the gap between higher education and K–12 schools. Moreover, teacher educators teach classes, provide supervision, and offer school consultancy (Richter et al., 2021). Teachers who have demonstrated pedagogical expertise, mentoring skills, and problem-solving skills in various roles can navigate leadership at multiple levels (Shillingstad & McGlamery, 2019). Therefore, teachers develop skills, knowledge, and competencies to be effective in their roles for both positions (Dickerson et al., 2021; Reid et al., 2022).

Shillingstad and McGlamery's (2019) research identified personal and professional characteristics that contribute in carrying out a leadership role. The knowledge and skills each individual have represents a disposition. Some of these dispositions aligned with Northouse's (2018) personal characteristics of leadership such as able to listen, being honest, open, reliable, and transparent. Shillingstad and McGlamery (2019) claimed that effective leaders have particular knowledge and skills: having knowledge of best practice (i.e., being positive), implements sound instructional practice (i.e., being engaging), instructional expert knows how to listen, facilitates professional learning for teachers (i.e., a motivator), strive to meet the goals of the organization (i.e., being cooperative), knows how to fail and learn from failure (i.e., being honest), fosters engagement (i.e., being transparent), broad content knowledge means encouraging, knowledge of cultural competence (i.e., an inspiring trait), provides constructive feedback (i.e., being open), decision maker (i.e., a visionary), problem solver (i.e., being positive), reflective (i.e., being respectful), communicator employs empowerment, and role model (i.e., being reliable).

Teacher leadership includes challenges and when faced with them, teacher leaders use soft strategies to influence the instructional practice of their peers (Supovitz, 2018). They employ four strategies that offer other teachers opportunities to gain leadership influence: (a) leading by example, (b) collaborating with peers, (c) encouraging peers, and (d) making themselves as a resource to other teachers (Supovitz, 2018). For instance, making oneself as a resource is a task in a mentorship role and when one is well-trained, they serve as an instructional specialist (Shillingstad & McGlamery, 2019; Supovitz, 2018). Also, mentoring should be included in implementing professional development (Supovitz, 2018); it is crucial to have an open, reflective forum for listening and collaboration in meetings (Shillingstad & McGlamery, 2019).

Furthermore, as teaching is an essential resource for leadership practice, augmenting own instructional practice increases leadership capacity and builds confidence, team teaching, and modeling (Dickerson et al., 2021; Supovitz, 2018). One of the distinct roles of leadership is that leaders show initiative; whereas, in teacher leadership, it is more than just having initiative (Crippen & Willows, 2019). Also, leadership is viewed as a partnership or collaboration between leaders and group members (DuBrin, 2019); leadership in a school setting requires supervising, directing, influencing, changing, motivating, and transforming others to attain a goal (Shillingstad & McGlamery, 2019). In achieving instructional goals, a teacher is expected to adopt different teaching styles in various teaching situations and expected to employ student-centered pedagogies, and their roles and responsibilities must be recognized by students (Keiler, 2018; Raza & Sikandar, 2018). Consequently, it is imperative for teachers to assess their own leadership traits and how it also contributes to student's learning experience.

Effects of Leadership

Several studies showed that school leadership style affects teacher–student interaction (Xhomara, 2018). Leadership is an influential factor that is second only to classroom teaching, which serves students' learning and achievement and creates an effect on motivation and morale meant to motivate both teachers and students (Hickman, 2017; Tan, 2018). Whether leadership has a direct, indirect, or reciprocal effect on student achievement, it is imperative to reinforce the building of collaborative organizational learning, structures, and culture to promote teaching and learning for a positive school climate (Pietsch & Tulowitzki, 2017; Tan, 2018). Teacher morale and autonomy are perceived as indirect effects (Tan, 2018). Additionally, leadership effectiveness examines judgement about a leader's impact on organization end results, such as productivity and profit (Le Sante et al., 2021).

It is paramount to understand school leadership in the school contexts as institutional, community, sociocultural, political, economic, and school improvement (Hallinger, 2018). A leader may experience challenges or failures in any of these aspects. Delegation is a significant part of the leadership framework where a leader assigns new responsibilities to subordinates, giving them discretion and facilitating followers' motivation to perform tasks independently (Northouse, 2018; Patel & Hamlin, 2017). Consequently, the leadership traits of school leaders, teachers, and staff may contribute to a student's learning experience. From being a teacher to a leader, more responsibilities are not limited to developing instructional materials and performance norms and improving the quality of teaching (Raza & Sikandar, 2018). School leadership and teachers should work closely together for the student's successful journey.

Some factors affect poor or ineffective leadership as the qualities and behaviors discern leadership. There are three types of negative leadership behaviors: (a) behaviors due to a lack of

functional skills; (b) behaviors stemming from a lack of concern for the organization and its members; and (c) behaviors from leaders' lack of honesty, integrity, ethics, and transparency (Patel & Hamlin, 2017). The dark side of leadership is when ethics as the core of leadership is neglected (Northouse, 2018). A destructive leader demonstrates dishonesty, manipulation, lack of ethics and integrity, arrogance, and careless disregard for their actions and is described as unauthentic behaviors (Northouse, 2018; Patel & Hamlin. 2017). Accordig to Northouse (2018), "Destructive leadership is also negatively related to followers' attitudes toward their jobs and their organization as a whole" (p. 339). Both effective and ineffective leadership produce outcomes that affect an organization or institution and its members, thus generating either positive or negative feelings. Furthermore, leaders must pay attention to self-awareness and coachability by being cautious and mindful of their actions (Studer, 2020).

Theoretical Framework

This qualitative study was supported by a theoretical framework that is aligned with a leadership theory. The trait theory emanated from Thomas Carlyle's great man theory identifies the individual's innate qualities and characteristics (Northouse, 2018; R̀uzgar, 2019; Spector, 2016). Individuals' exceptional attributes lead them to become influential leaders that set them apart from others (Northouse, 2018; Spector, 2016). Trait theory is considered the oldest of the modern leadership approaches (Meuser et al., 2016); however, in the mid-20th century, the trait theory was challenged by Stogdill, claiming there is no particular set of leadership traits differentiated leaders from nonleaders (Northouse, 2018). His studies showed how individuals' traits contribute to the leadership process (Northouse, 2018). Traits are used to describe what people do and should possess to act appropriately relevant to situations (Fleeson & Jayawickreme, 2015; Northouse, 2018).

It is also significant to understand the great man theory concept as this aligns with the trait approach. This theory asserts that certain individuals are gifts from God placed on earth to provide the course needed to uplift human existence (Spector, 2016). It focuses on leaders' personality as predictors of leadership and organizational success (Nichols, 2016). Carlyle studied how the world works as a theory of leadership. He suggested that the history of humanity is indeed the history of great men and societies are formed to worship great men (R̈uzgar, 2019; Spector, 2016). The fundamental premise of great man theory is based on Carlyle's belief that "Great men were sent by God to be heroes and these heroes became leaders through the righteous process of hero worship" (Spector, 2016, p. 257). Furthermore, leadership is associated with traits, particularly when expressing an interest in becoming a leader.

Wisdom, reliability, courage, determination, understanding people, giving value to people, dominance, and cooperation are among the most critical leadership traits in leadership research (Nichols, 2016; R̈uzgar, 2019). Each trait has a specific role portrayed by the leader. Also, courage, self-confidence, determination, resolution, responsibility, and reliability are the traits that leaders possess, which later become abilities through experience (Nichols, 2016; R̈uzgar, 2019). However, Northouse (2018) claimed the major leadership traits are intelligence, self-confidence, determination, integrity, and sociability. These specific attributes are emphasized in the trait approach that resonates with the great man theory (Northouse, 2018; Spector, 2016). Accroding to Fleeson and Jayawickreme (2015), "The trait approach takes cross-situational consistency to be relatively high and thus infers that traits are the best way to understand personality" (p. 83).

Traits are defined as stable dispositions that describe the individual differences in forms of thought, feeling, and behavior (Matthews, 2018) organized into a hierarchical structure

(Fleeson & Jayawickreme, 2015). Thus, personality traits are related to leadership and may demonstrate psychological rather than physiological constructs (Matthews, 2018; Northouse, 2018). Assessment of leadership traits is formulated around the five-factor model of personality, also known as the big five (Fleeson & Jayawickreme, 2015; Matthews, 2018; Northouse, 2018). This personality model's fundamental factors are neuroticism, extraversion, openness, agreeableness, and conscientiousness (Fleeson & Jayawickreme, 2015; Matthews, 2018; Northouse, 2018). Indicating the individual's level of traits can attain the person's personality (Fleeson & Jayawickreme, 2015), and specific characteristics are associated with effective leadership (Northouse, 2018).

Aside from identifying the qualities of great persons in the trait approach, the approach was adapted to consider the impact of situations on leadership to reemphasize the critical role of traits in leadership and is very much connected with cognitions (Meuser et al., 2016; Northouse, 2018). The practice of educational leadership involves act, affect, actions, power, and influence where all these elements are connected and considers feelings as the central role in motivating others (James et al., 2019). This integrative leadership framework is composed of two continua: (a) the locus of the leadership activity where the leadership activity occurs (i.e., leader, context, followers, collectives, or dyads) and (b) the process when leadership influence occurs (i.e., traits, behaviors, cognitions, or affect; James et al., 2019; Meuser et al., 2016).

Therefore, the trait theory, which is rooted in the great man theory, guided this study as it is essential to understand how traits influence leadership. The theory identifies individuals' traits manifested in leadership practice. Traits make a difference to a person in real-life settings and life challenges that include the impact on leadership and its critical role in effective leadership (Matthews, 2018; Northouse, 2018).

Summary

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at PSC in Santa Rosa County, Florida. The problem was that leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. This chapter presented the Narrative Review, Theoretical Framework, and Summary.

Chapter Three: Procedures

Overview

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at Pansion State College (PSC) in Santa Rosa County, Florida. The problem was the leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. This chapter presents the Survey Procedures and a Summary.

Survey Procedures

Administering a survey or questionnaire to small or large group of people allows the researcher to identify trends in attitudes, opinions, or characteristics (Creswell & Poth, 2018). The researcher used the Leadership Trait Questionnaire (LTQ), a leadership instrument developed by Northouse (2018, see Appendix C) and created a survey questionnaire using SurveyMonkey online. After the research site's point-of-contact sent an email with attachments (i.e., questionnaire and consent form) to the professors, the researcher waited for about 2 weeks before printing the survey results. The results were analyzed by calculating the frequency of each number reported on the Likert scale on a question-by-question basis and the average score reported by all participants for each question.

This instrument is intended to measure individuals' traits, has also been widely used by many organizations, and does not require permission for use (Northouse, 2018). There were two ways of responding to the survey: email or SurveyMonkey online. Participants answered demographic questions and performed a self-assessment of their personal characteristics of leadership. The survey included two parts: Section A had five questions regarding the participant's age, gender, ethnicity, and length of teaching; and Section B was the leadership

questionnaire. Using a 5-point Likert scale, the participants specified their level of agreement to 14 statements: (1) *Strongly disagree*, (2) *Disagree*, (3) *Neutral*, (4) *Agree*, (5) *Strongly agree*.

Demographic Questions

Instructions: Please provide your name and contact information if you wish to participate in the interview and/or focus group.

1. What is your age?

    A. Less than 30

    B. 30–35

    C. 36–40

    D. 41 or more

2. What is your gender?

    A. Male

    B. Female

3. What is your ethnicity?

    A. African American

    B. Asian

    C. Latino/Hispanic

    D. White

    E. Other

4. What state(s) have you taught in?

5. How many years have you been teaching?

    A. Less than 3 years

    B. 3–5

C. 6–9

D. 10–15

E. 15 or more

Survey Questions

Instructions: The purpose of this questionnaire is to measure personal characteristics of leadership. Using the following scale, indicate the degree to which each of the 14 statements describe you as a leader.

1. Articulate: Communicates effectively with others.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

As one of the major leadership traits, intelligence resonates with strong verbal ability that indicates a leader's intellectual ability; however, it is not much different from the subordinates' abilities (Northouse, 2018). Regardless of one's position, communicating effectively with others is an excellent practice for delivering messages accurately.

2. Perceptive: Is discerning and insightful.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

This trait exhibits the leader's ability and understanding to clarify team goals or work with members to obtain agreement on goals and facilitate decision making (Northouse, 2018). A leader who possesses this trait is enthusiastic and determined to pursue goals.

3. Self-confident: Believes in themselves and their ability.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Self-confidence is another major leadership trait that requires an individual to be certain about one's competencies and skills and perceived as one of the personality characteristics of charismatic leadership (Northouse, 2018). When followers see that their leader is self-confident, they may be inspired.

4. Self-assured: Is secure with self, free of doubts.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Self-assurance aligns with self-confidence, attempts to influence others, and is believing that one can make a difference (Northouse, 2018). Leaders who possess this trait are assertive and willing to listen and accept risks.

5. Persistent: Stays fixed on the goals, despite interference.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

It is crucial to stay focused on the goals, despite interference, because this gesture exhibits that a leader is driven (Northouse, 2018). Being persistent allows one to reassess the set goals and possible outcomes.

6. Determined: Takes a firm stand, acts with certainty.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

This statement affirms that people with determination are willing to assert themselves, are proactive, and show dominance at times and in situations where followers need to be directed (Northouse, 2018). Being determined is synonymous with being persistent.

7. Trustworthy: Is authentic and inspires confidence.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Besides honesty, trustworthiness is an essential element of integrity that makes a leader believable and worthy of people's trust (Northouse, 2018). Trustworthy leaders demonstrate endless support and go the extra mile to help their people to improve.

8. Dependable: Is consistent and reliable.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

People who are dependable, loyal, and not deceptive display a high regard for integrity (Northouse, 2018). When faced with obstacles, followers may stay positive because they rely on their leaders' actions.

9. Friendly: Shows kindness and warmth.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Sociability is another major leadership trait that shows the person's inclination to seek out pleasant social relationships by being friendly (Northouse, 2018). Showing friendliness makes a person feel approachable and reduces a feeling of hesitation.

10. Outgoing: Talks freely, gets along well with others.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Being outgoing is also an attribute of sociability, where leaders establish cooperative relationships with their followers (Northouse, 2018). Being outgoing gives more opportunities to meet and learn from others.

11. Conscientious: Is thorough, organized, and controlled.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Conscientiousness is very important because it is one of the big five personality factors and personal competence of emotional intelligence (Northouse, 2018). Conscientious leaders drive for responsibility and task completion and require tasks to be done prudently.

12. Diligent: Is persistent, hardworking.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Being diligent is an attribute of a charismatic leader characterized by having a strong sense of one's own moral values (Northouse, 2018). This trait demonstrates the ability to influence other people's behavior and increase motivation.

13. Sensitive: Shows tolerance, is tactful and sympathetic.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

An ethical leader is required to be sensitive to the needs of others, care for others, and treat others in ways that are fair and impartial (Northouse, 2018). A sensitive leader ensures that integrity is salient, valued, and practiced.

14. Empathic: Understands others, identifies with others.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Being empathic manifests a person's social competence, which includes empathy and social skills such as communication and conflict management (Northouse, 2018). This trait strongly considers someone else's thoughts and feelings that could be a way of building relationships.

Summary

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at PSC in Santa Rosa County, Florida. The problem was the leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. This chapter presented the Survey Procedures.

Chapter Four: Findings

Overview

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at the Pansion State College (PSC). The problem was the leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. This chapter presents the Survey Findings, a Discussion, and a Summary.

Survey Findings

The only approach used in this study was a survey. The survey had two sections: Section A contained five demographic questions, and Section B contained 14 Likert scale questions. The scale consisted of five possible answers from *Strongly Disagree* to *Strongly Agree*. The survey was sent via email and included the link to Survey Monkey. Twenty-one participants completed the survey. The participants were given a 2-week timeframe in which to complete the survey. All surveys were returned within the timeframe allotted.

Survey Description of Participants

There was a total of 21 participants who completed the survey. Fifteen participants were in the 41 years or older age range, three participants were in the 36–40 years old age range, one participant was in the 30–35 years old age range, and two participants were in the 30 years or younger age range. Figure 4.1 shows a pie chart that plots the percentages of age range of the respondents. Eighteen participants were female, and three participants were male. Figure 4.2 shows a pie chart that plots the percentages of male and female respondents. Nineteen participants were White/Caucasian, one participant was Hispanic/Latino, and one was Asian. Figure 4.3 shows a pie chart that indicates the ethnicity of the respondents. Eleven participants

had taught in other states, nine had only taught in Florida, and one did not answer the question. Figure 4.4 shows a pie chart that indicates the number of teaching years of each respondent. Twelve participants have 15 years or more of teaching experience. Two participants had 6–9 years of teaching experience, one participant had 3–5 years of teaching experience, and six had less than 3 years of teaching experience.
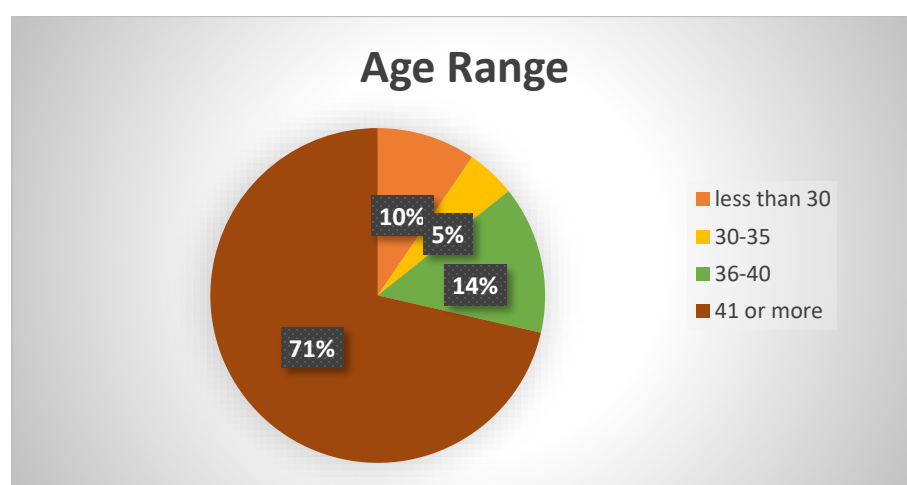
Figure 4.1

Respondents' Age

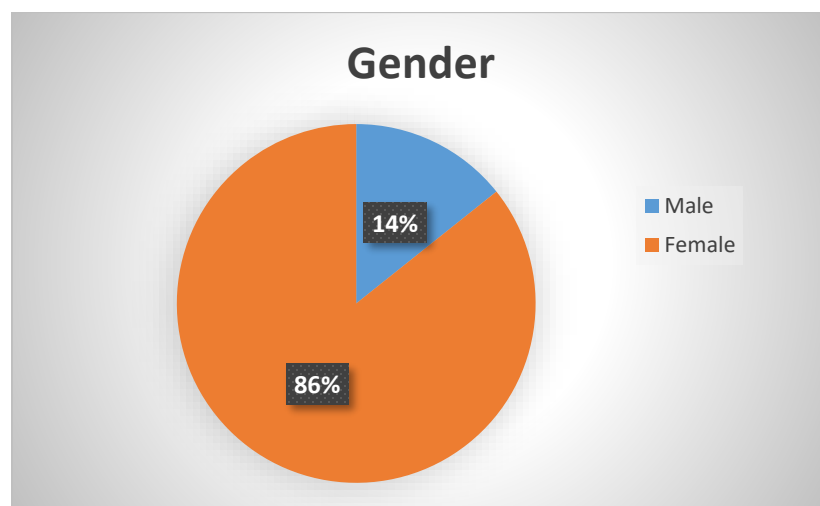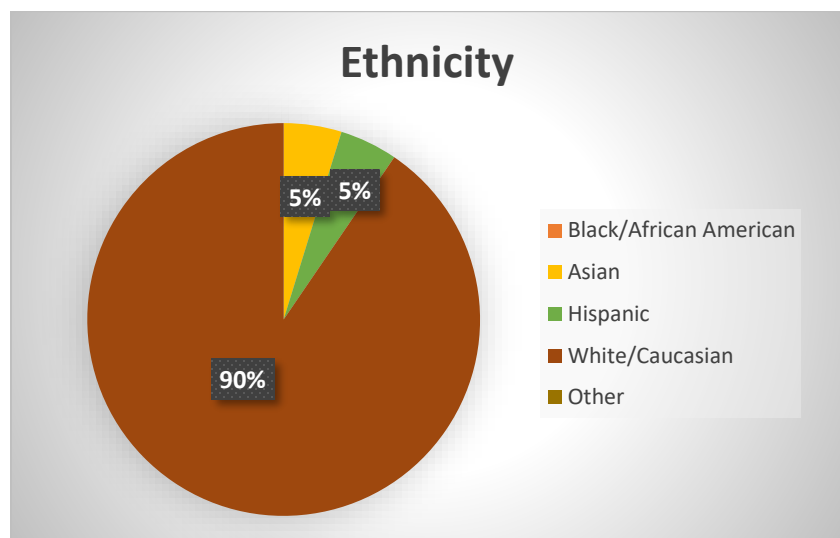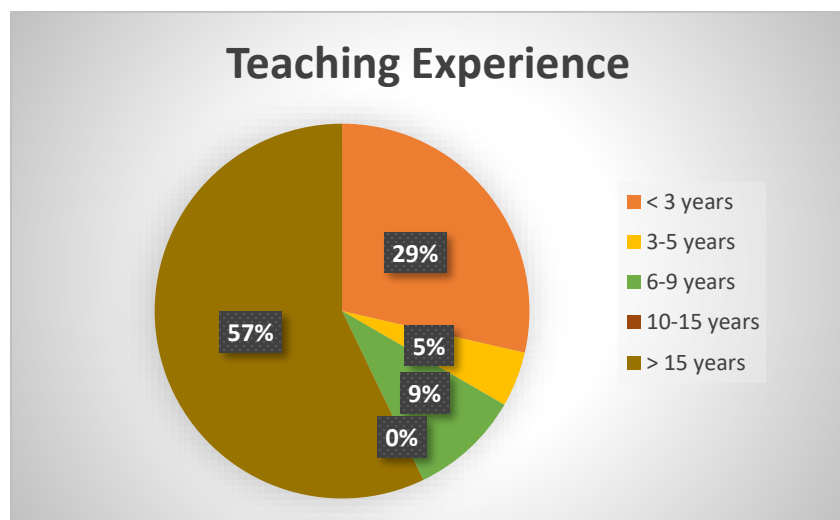

Figure 4.2

Respondents' Gender

Figure 4.3

Respondents' Ethnicity

Figure 4.4

Number of Teaching Years

Survey Results

Surveys were conducted with 21 participants from PSC to improve teachers' leadership

skills or traits. First, surveys were accessed on Survey Monkey for data analysis purposes. Then,

a frequency and mean table was created to display the frequencies and means of the Likert scale

responses. Table 4.1 displays the frequency and average of survey responses.

Table 4.1

Frequency and Average of Survey Responses

Question	Frequency					*M*
	1	2	3	4	5	
Articulate: Communicates effectively with others	0	0	0	9	10	4.53
Perceptive: Is discerning and insightful	0	1	2	9	7	4.16
Self-confident: Believes in themselves and their ability	0	0	1	7	10	4.50
Self-assured: Is secure with self, free of doubts	0	2	3	12	2	3.74
Persistent: Stays fixed on the goals, despite interference	0	0	0	11	7	4.39
Determined: Takes a firm stand, acts with certainty	0	0	1	10	8	4.37
Trustworthy: Is authentic and inspires confidence	0	1	1	4	13	4.53
Dependable: Is consistent and reliable	0	0	1	6	12	4.58
Friendly: Shows kindness and warmth	0	0	1	8	10	4.47
Outgoing: Talks freely, gets along well with others	0	0	4	3	11	4.39
Conscientious: Is thorough, organized, and controlled	0	0	4	10	5	4.05
Diligent: Is persistent, hardworking	0	0	1	10	9	4.40
Sensitive: Shows tolerance, is tactful and sympathetic	0	1	5	7	5	3.89
Empathic: Understands others, identifies with others	1	0	2	12	4	3.95

Not all respondents answered each of the questions; all items were not completely

answered by the respondents. Questions 1, 2, 4, 6, 7, 8, 9, 11, 12, and 14 had two respondents

skip these questions. Three respondents skipped Questions 3, 5, 10, and 13. Question 3 (self-

confident) was the most skipped.

Q1 – Articulate, ten respondents marked strongly agree and nine marked agree. Q2 –

Perceptive, seven marked strongly agree, nine marked agree, two marked neutral, and one

marked disagree. Q3 – Self-confident, ten respondents marked strongly agree, seven marked agree, and one marked neutral. Q4 – Self-assured, most respondents (12) marked agree, two were strongly agree, three was neutral, and two were disagree. Q5 – Persistent, eleven respondents marked agree and seven were strongly agree. Q6 – Determined, ten respondents indicated agree, eight strongly agree, and one was neutral. Q7 – Trustworthy, 13 out of 21 responded strongly agree, four agree, one for neutral and disagree. Q8 – Dependable, 12 out of 21 responded strongly agree, six agree, and one was neutral. Q9 – Friendly, ten respondents marked strongly agree, eight agree, and one was neutral. Q10 – Outgoing, eleven respondents marked strongly agree, three agree, and four were neutral. Q11 – Conscientious, ten respondents marked agree, five strongly agree, and four were neutral. Q12 – Diligent, ten respondents marked agree, nine strongly agree, and one was neutral. Q13 – Sensitive, five respondents indicated strongly agree, seven agree, five neutral, and one for disagree. Q14 – Empathetic, 12 out of 21 responded agree, four strongly agree, two neutral, and one was strongly disagree.

As shown in Table 4.1, all traits acquired a mean score of 4.0 or higher except for empathic ($M = 3.95$), sensitive ($M = 3.89$), and self-assured ($M = 3.74$). As described earlier, empathic is someone who understands others and identifies with others, sensitive shows tolerance and being tactful and sympathetic, and self-assured is secure with self and free of doubts. Traits that acquired over 4 were dependable ($M = 4.58$), trustworthy ($M = 4.53$), and articulate ($M = 4.53$).

Discussion

The results of this study indicated state college professors mainly possessed the traits of a leader. The 14 characteristics mentioned in the questionnaire are crucial in examining self-leadership qualities, where its function is to measure an individual's traits and identifies the

individual's strengths and weaknesses (Northouse, 2018). However, not all professors replied to each question. And though each professor has already possessed such a trait, there is always room for improvement. The college professors in this study underrated some personality traits, such as being self-assured, sensitive, and empathic. Personality traits are descriptive and account for the development of an integrative view of a person (Marcus & Roy, 2019). Research has shown that traits and behaviors combined justify a minimum of 31% of leadership effectiveness (DuBrin, 2019).

This study has also demonstrated the awareness of professors in the aspect of leadership. There are overlaps between the traits. An individual may not have all the characteristics of a leader but can learn new ones (DuBrin, 2019; Northouse, 2018; Reid et al., 2022). When teachers are aware of personal experiences or everyday leadership concepts, facilitating learning becomes a regular practice. The more experience a person has in the field, the chance of developing another trait is likely to happen. Reid et al. (2022) stated that to be deemed a leader by oneself and others, an individual must have the opportunity to develop and adapt skills; thus, acquiring new roles requires new behaviors, beliefs, and values.

Based on the results, leadership is essential to individual professional development. Whether during working or nonworking hours, leadership traits can still be manifested. For instance, having the necessary traits or skills is connected to a person's career advancement. A career is often described as a person's continuous progress and improvement within a specific realm, emphasizing success related to promotion (Hirsch & Bergmo-Prvulovic, 2019). Therefore, professors should explore new ways to increase their professional leadership traits. This way, as college community members, professors can contribute to the school's excellence.

Summary

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at the PSC. The problem was that leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. This chapter presented the Findings and Discussion.

Chapter Five: Recommendations

Overview

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at Pansion State College (PSC). The problem was that leadership traits necessary for teaching excellence at PSC had not been identified among the faculty. This chapter presents the Recommendations, the Roles and Responsibilities of the Stakeholders, the Resources Needed, the Timeline and a Summary.

Recommendations

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at PSC. The central research question for this research was, how can the professional development of self-leadership traits be improved for professors at Pansion State College? Based on the review of scholarly literature, data collection, and analysis, five possible solutions are recommended to answer the central research question. The five recommendations are:

1. Provide professional development to enhance teacher's learning.

2. Provide coaching for continuous improvement of skills.

3. Establish collaborative teacher inquiry for each department.

4. Create a support system for each department.

5. Establish teamwork and team building with other departments.

Recommendation for Teacher's Learning

Professional development is referred to as teacher's learning, where teachers learn, increase their knowledge, augment their skills, assist them in their personal and intellectual development, and advance career advancement (Hirsch & Bergmo-Prvulovic, 2019; Postholm, 2019; Shagrir, 2015). Professional development comprises formal learning activities (Kyndt et al., 2016) that create experiences for teachers where they use their knowledge with their students (Clayton & Kilbane, 2016; Geerdink et al., 2016). Professional development serves to contribute and support teacher education's knowledge base (Clayton & Kilbane, 2016; Geerdink et al., 2016). Teachers can benefit through professional development essential to meaningful, long-lasting reforms in schools and universities (Rust, 2019). Boylan (2018) described professional development as learning activities designed to lead to professional learning and outcomes.

Teachers' professional development should include creating rather than receiving new knowledge when teachers actively seek learning opportunities (Ben-Peretz et al., 2018; Kyndt et al., 2016). Professional development entails any activity combining theory and practice intended to prepare individuals for better performance in the present or future roles (Geerdink et al., 2016; Gonzalez et al., 2018). For instance, teacher training is regarded as research on teaching appropriately and developing teaching practice over time (Gonzalez et al., 2018). Lectures or workshops are useful because of their learning outcomes, and these outcomes are the results of engaging in learning activities that exceed their current knowledge and skills levels (Geerdink et al., 2016; Kyndt et al., 2016). However, at an individual level, teachers must be willing to learn and improve their practice for learning to occur (Kyndt et al., 2016).

Recommendation for Coaching

      The second recommendation is to provide coaching. Experts engage with the practice of coaching that leads to the continuous improvement of skills and acquisition of more excellent knowledge (Ben-Peretz et al., 2018; Geerdink et al., 2016). Coaching occurs at any stage of the individual's career. What matters most in coaching is that it does not rely on a hierarchical relationship (Ben-Peretz et al., 2018). Peer coaching engages two individuals in a mutually supportive relationship for improvement (Ben-Peretz et al., 2018); as teachers develop their competence over time and become more experienced, coaching or mentoring becomes an essential task in helping new practitioners in the field (Ben-Peretz et al., 2016; Gonzalez et al., 2018).

Recommendation for Collaborative Teacher Inquiry

      The third recommendation is to establish collaborative teacher inquiry that fosters teacher collaboration and promotes deep learning (Clayton & Kilbane, 2016). Sharing experiences among teachers is deemed as a salient part of professional development that uses collaborative teacher inquiry as its model (Ben-Peretz et al., 2018; Clayton & Kilbane, 2016). In this process, teacher educators can exchange concerns, ideas, experiences, and meaningful discussions with colleagues and promotes mentorship (Geerdink et al., 2016; Postholm, 2019). Furthermore, collaboration is associated with norms and opportunities for continuous improvement and career-long learning and assisting teachers and school leaders in cultivating and assessing professional capital (Fullan, 2023). This recommendation allows teachers to gain more trust, seek advice, and give assistance inside and outside of the school creating a positive and friendly learning environment.

Recommendation for Support System

The fourth recommendation is to have a support system in place. Leaders cannot do everything alone by themselves. Seeking counsel from close colleagues, friends, or mentors is a way to cultivate self-leadership skills. Hindsight is not as clear as always; therefore, leaders enlist the help of others to gain more awareness and develop strategies to circumvent possible hurdles (Younger, 2021). In the support system, it is crucial to have people you can trust for honest feedback to make certain that you are on the direction you intend (Younger, 2021). This system could be applied to any type of organization.

Recommendation for Teamwork and Team Building

The fifth recommendation is to foster teamwork and team building. Teamwork and team building play a role in the successful functioning of organizations; teambuilding aims to transform a group of individuals from different divisions into a cohesive unit (Nauman et al., 2021). Team building also serves as an intervening mechanism to empower affective team outcomes, such as enhanced trust and team cohesion (Nauman et al., 2021). Team building is perceived as an efficient way for management to improve the efficiency and performance of the workforce, which involves four processes: (a) goal-setting, (b) developing interpersonal relations, (c) clarifying roles and responsibilities, and (d) employing problem-solving strategies (Ali et al., 2021). Essentially, this may be a collective approach to resolving issues and having the full potential to help others by building trust with them (Nauman et al., 2021; Younger, 2021). Teamwork is an understanding and commitment task that allows group partnerships to achieve group goals and values individual contributions (DuBrin, 2019). For example, people rely on each other to complete a project. Working with different departments in a university may

be usual practice. Therefore, team building must strengthen the rapport between staff and faculty members.

<div align="center">**Roles and Responsibilities of Stakeholders**</div>

The roles and responsibilities of stakeholders need to be disclosed to solve the problem for this research study. It is imperative to provide a plan for how the recommendations will be implemented and who will be responsible for which tasks. The roles and responsibilities for professional development (i.e., teachers' learning), coaching, collaborative teacher inquiry, support system, and team building are described in this section.

Teachers' Learning

In order to improve the self-leadership skills or traits of college state professors, professional development is recommended.

Department Heads

Department heads or chairs who devise a training program with various topics would create professional development. Other tasks are to work with the professors to schedule and elicit potential topics to be included in the program. Examples of topics include aspects of leadership, practical theories, and issues in higher education.

Administrators

Administrators also play a vital role in professional development. Administrators will act as facilitators to monitor the overall process and progress of the skill-training workshops. Each session would include all faculty and support staff who would be required to attend. This teachers's learning or professional development will allow professors to address issues about leadership, student learning, and ways to increase their competence.

Coaching

Coaching as an approach to motivation intends to bring about constructive change in performance and behavior (DuBrin, 2019). This recommendation enables others to act and build on their own capabilities.

Supervisors

The supervisor's role is to discuss the professor's strengths and weaknesses through constructive feedback. Supervisors will also act as coaches to impart their expertise and give strategies to enhance skills. Coaches possess empathy, are capable of handling difficult interpersonal and group situations, and are good listeners (Northouse, 2018). Peer group coaching is also recommended to uncover any blind spots (if any), work on challenges, and identify behavior for change. Therefore, each professor may have a chance to work with each other.

External Facilitators

Having an experienced external facilitator will also benefit professors for group coaching. The facilitator understands the process of working with a group and creates a safe and open environment to share ideas. Group coaching also guides leaders to reflect on their interpersonal relationships, work and decision-making practices, leadership styles, and organizational culture (Northouse, 2018).

Collaborative Teacher Inquiry

Collaborative teacher inquiry brings teachers or members of a professional learning community (PLC) to work together to serve the needs of the students. This recommendation links to instructional practices involving planning and preparation, classroom environment, instruction, and professional responsibilities (Cravens & Hunter, 2019).

Department Head

The role of the department head or chair is a gatekeeper of change and an encourager. A department chair works closely with professors to determine their goals and needs to become better educators. Identifying any problem related to professional improvement and student learning is part of the responsibilities. All faculty and staff are required to attend this session. This recommendation serves as an open forum for teachers to make better connections with each other and discuss possible solutions to the problem, including enhancing teaching practices for more conducive learning space. Maintaining a friendly environment is also highly regarded.

Support System

Having a support system in any organization creates a caring environment. Every employee instinctually knows whether or not he is cared for by those he considers his supervisors (Younger, 2021). The support team demonstrates empathy and guidance and may improve the well-being of an individual.

Professionals

The support system will include professionals from different disciplines, such as teachers, counselors, and administrators. Their roles are crucial for the social and mental state of an individual. The primary function of the support group is to provide practical and emotional assistance to those who seek guidance, want to talk to someone about any issues, or ask for resources. Each group member is expected not to be biased, to keep the confidentiality of the situation, and show empathy and care. The role of the support group is to ensure that an individual can perform their job satisfactorily and free of self-doubt. Having a support system creates a caring environment for all school members.

Teamwork and Team Building

One way to exemplify teamwork is to disclose important information about ideas and attitudes relevant to the group's work (DuBrin, 2019). Building teamwork is about cooperation and collaboration rather than competitiveness (DuBrin, 2019). Through team-building activities, team members cohesively work together towards a common goal.

Department Heads

Aside from the aforementioned roles of department heads or chairs in teacher learning or professional management, planning a teamwork and team building event is necessary for faculty and staff members. Their functions entail the coordination and organization of teamwork and team building. They will also meet with other department heads to discuss the importance of team building and how to make it happen. The event's time, place, and activities are crucial; therefore, proper planning and communication are essential.

Professors

The role of professors as team members is to support the department heads in establishing better relationships with other professors. Team commitment fosters a positive attitude and climate by collectively defining and attaining team goals (Ali et al., 2021). The professors should partake in the activities and expected to be respectful of others.

<div align="center">

Resources Needed

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The resources needed to solve the problem for this research study must be considered. It is important to provide a plan for how the funds of the recommendations will be secured. The resources needed are described in this section.

Teachers' Learning

Time funds for teachers' learning or professional development are the resources for faculty and administrators. The state college would provide funds for this recommendation upon the approval of higher leadership, which may include the board of trustees. Academic Impressions is a Denver-based small business that provides online, in-person, and blended training on leadership, personal development, and skills-based opportunities to faculty and staff in higher education. The company offers a packet for small teams (1–50) and large teams (100+), which includes membership, mini-courses, and free five paths leadership assessment. A license is required to access their training, workshops, learning tools, and materials. The license costs are $3,750 for one user, $7,000 for 10 users, $11,000 for 25 users, and $16,000 for 50 users. There were 21 participants in this research study, and the cost would be $11,000 for all learning domains, including leadership development. An option for custom training is also offered to meet the needs of the institution.

Coaching

Academic Impressions also offers individualized coaching and group and team coaching. The packages start at $2,100. However, an in-house coaching session should be available in the state college. This option is cheaper and practical because it is free. What is needed is a list of coaches who are willing to share their knowledge and expertise and devote time to the coaching session. These coaches must inform the department heads of their available time and a convenient session place. The information will be disseminated to the professors via email or flyer posted in a visible area.

Collaborative Teacher Inquiry

There is no cost to implement collaborative teacher inquiry. It is a form of professional learning where educators work collaboratively to examine their own practice. Finding time is crucial in this recommendation. The department heads and professors need to plan a set of schedules accordingly. Materials required include professors' journals of reflective teaching and evidence of students' learning. Bringing their best teaching practices for discussion is highly encouraged. The session can take place in a conducive and safe area for meetings. This recommendation is an opportunity to learn from each other and address any gap in student progress.

Support System

There is no cost for the support system. A list of professionals willing to be part of the support group is the key to an efficient support system. These professionals should know and understand the mission and vision of their institution. Their time and commitment are very valuable in sustaining the group's existence and longevity. A secure and safe place is required to safeguard the support group and the individuals seeking help.

Teamwork and Team Building

Some props, such as index cards, colored papers, and poster boards, may be useful for team activities. If these materials are unavailable in the supply room, someone must request or purchase these items. The estimated cost should be $100 or less, depending on the type of activity and the number of participants. This event is expected to be fun and engaging. Moreover, it serves as an avenue to meet new friends and build rapport.

Timeline

A plan for when the recommendations will be implemented is needed to help solve the problem for this research. The timeline for implementing professional development, coaching, collaborative teacher inquiry, support system, and teamwork and team building is explained in this section.

Professional Development

Implementation of the professional development will take approximately five months. See Table 5 for Timeline of Professional Development Implementation.

Table 5

Timeline of Professional Development Implementation

Date	Action Item
July 10, 2023	Administration decides on professional development options
July 12, 2023	Administration works with professors to decide on the three most needed topics of professional development based on the data
August 2, 2023	Administration and professors work together to secure or create professional development based on the last meeting
August 9, 2023	Administrator to announce first professional development at the faculty meeting
August 21, 2023	First professional development Administrator to announce second professional development at the faculty meeting
September 20, 2023	Second professional development Administrator to announce third professional development at the faculty meeting
October 19, 2023	Third professional development

Coaching

Implementation of coaching program will take between 3-6 months. See Table 6 for

Timeline of Coaching Program Implementation.

Table 6

Timeline of Coaching Implementation

Date	Action Item
October 19, 2023	Administrators decide whether to conduct coaching programs through an external facilitator or in-house personnel
October 23, 2023	Supervisors meet with professors to introduce the concept of coaching and discuss the goals and benefits of the coaching program
October 25, 2023	Supervisors and professors meet to discuss the goals and benefits of the coaching program
November 1, 2023	Supervisors and professors meet to determine the schedule and place for the coaching session

Collaborative Teacher Inquiry

Implementation of collaborative teacher inquiry will occur every three months. See Table

7 for Timeline of Collaborative Teacher Inquiry Implementation.

Table 7

Timeline of Collaborative Teacher Inquiry Implementation

Date	Action Item
November 1, 2023	Department heads and professors meet to discuss the importance of collaborative teacher inquiry

| November 8, 2023 | Department heads work with professors to determine the date and place for the open forum |

Support System

Implementation of support system will take approximately three months to one year. See

Table 8 for Timeline of Support System.

Table 8

Timeline of Support System Implementation

Date	Action Item
December 1, 2023	Administration works with professors, counselors, and other professionals to establish group support within each department
December 8, 2023	Administrator to announce the institution's support system and its availability
January 2024+	Implement Support System

Teamwork and Team Building

Implementation of support system will occur every year. See Table 9 for Timeline of

Teamwork and Team Building.

Table 9

Timeline of Teamwork and Teambuilding Implementation

Date	Action Item
January 8, 2024	Department heads and professors meet to discuss teamwork and team-building activities
January 12, 2024	Department heads work with professors to plan possible dates, places, and agendas for team-building activities

Summary

The purpose of this applied study was to provide recommendations to improve the professional development of self-leadership traits at PSC. The problem was that leadership traits necessary for teaching excellence at PSC had yet to be identified among the faculty. This chapter presented the Recommendations, the Roles and Responsibilities of the Stakeholders, the Resources Needed, the Timeline, and a Summary. Five recommendations were made, including (a) professional development, (b) coaching, (c) collaborative teacher inquiry, (d) support system, and (e) teamwork and team building.

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APPENDIX A: Research Site Permission

Pansion State College (PSC, pseudonym)

Date: October 20, 2021

TO: Consuelo Quijano

FROM: ███████████
Department Head, English and Communications ███████████
IRB Chair

SUBJECT: Approval of Protocol #2021-0001

TITLE: Teacher's Perception of Leadership Style in their School:
A Phenomenological Study

I am pleased to advise you that the ███████████ Institutional Review Board has recommended approval of this protocol. Based on its review, the ███████████ IRB determined that this research presents no more than minimal risk to participants. Given your protocol, it is essential that you obtain signed documentation of informed consent from each participant.

If you wish to make any changes to this protocol, you must disclose your plans before you implement them so that the ███████████ IRB can assess their impact on your protocol. In addition, you must report to the ███████████ IRB any unexpected complications that affect your participants.

If you have not completed this protocol by November 1, 2022, please contact our office ███████████

APPENDIX B: Informed Consent

CONSENT FORM

Title of the Project: Teachers' Perception of Leadership Style in their School:
A Phenomenological Study

Principal Investigator: Consuelo Quijano, Doctoral Candidate, Liberty University

You are invited to participate in a research study. To participate, you must be a college professor with at least three years of teaching experience at the research site. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

Background Information: The purpose of the study is to describe the teachers' perception of leadership styles in their teaching practice. This study will contribute to the leadership literature by addressing teachers' leadership styles and traits that enhance teaching at the tertiary level.

Procedures: If you agree to be in this study, I will ask you to do the following things:

1. Complete and submit a leadership survey sent via email or online survey platform (10 minutes).
2. Conduct an individual interview approximately 45 minutes in length. The interview will take place either face-to-face or using a virtual platform. The interview will be audio-recorded and transcribed.
3. Participate in a focus group with the researcher and other participants, approximately 30-35 minutes length. There will be three participants who also participated in the interview session. The focus group will take place in either face-to-face or online format, depending on the availability or geographical location of the participants. The focus group will be audio-recorded.
4. Participants will have the opportunity to meet in-person or virtually for member-checking and to provide feedback on the accuracy of the information provided (approximate times may vary).

Benefits: Participants should not expect to receive a direct benefit from taking part in this study.

Risks: The risks involved in this study are minimal, which means they are equal to the risk you would encounter in everyday life. Being in this study would not pose a risk to your safety or well-being.

Confidentiality: The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is

shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Participant responses will be kept confidential through the use of pseudonyms/codes. Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted, and any paper copies will be shredded.
- Interviews and focus groups will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings.
- Confidentiality cannot be guaranteed in focus group settings. While discouraged, other members of the focus group may share what was discussed with persons outside of the group.

Compensation: Participants will not be compensated for participating in this study.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contact Information: The researcher conducting this study is Consuelo Quijano. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at XXX-XXX-XXXX or xxxxx@liberty.edu.You may also contact the researcher's faculty sponsor, Dr. Nina Shenkle, at xxxxx@liberty.edu.

IRB Information: If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Statement of Consent: By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record me as part of my participation in this study.

_____

Printed Subject Name

_____

Signature & Date

APPENDIX C: Survey Leadership Questionnaire

Please provide your name and contact information if you wish to participate in the interview and/or focus group.

Name: _____

Email: _____

Telephone number/s:

     Work or Cellphone: _____

Section A. Demographic Questions

Today's date: _____

1. What is your age?
   A. Less than 30
   B. 30 - 35
   C. 36 – 40
   D. 41 or more

2. What is your gender?
   A. Male
   B. Female

3. What is your ethnicity?
   A. African American
   B. Asian
   C. Latino/Hispanic
   D. White
   E. Other

4. What state(s) have you taught in?

   _____

5. How many years have you been teaching?
   A. Less than 3 years
   B. 3 - 5
   C. 6 - 9
   D. 10 - 15
   E. 15 or more

Section B. Leadership Trait Questionnaire (LTQ)

Leadership Trait Questionnaire (LTQ)
Prepared by Peter G. Northouse (2016)

Instructions: The purpose of this questionnaire is to measure personal characteristics of leadership. Using the following scale, indicate the degree to which each of the 14 statements describe you as a leader.

Key: 1 = Strongly 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly disagree

1. **Articulate**: Communicates effectively with others.	1	2	3	4	5
2. **Perceptive**: Is discerning and insightful.	1	2	3	4	5
3. **Self-confident**: Believes in himself/herself and his/her ability.	1	2	3	4	5
4. **Self-assured**: Is secure with self, free of doubts.	1	2	3	4	5
5. **Persistent**: Stays fixed on the goals, despite interference.	1	2	3	4	5
6. **Determined**: Takes a firm stand, acts with certainty.	1	2	3	4	5
7. **Trustworthy**: Is authentic and inspires confidence.	1	2	3	4	5
8. **Dependable**: Is consistent and reliable.	1	2	3	4	5
9. **Friendly**: Shows kindness and warmth.	1	2	3	4	5
10. **Outgoing**: Talks freely, gets along well with others.	1	2	3	4	5
11. **Conscientious**: Is thorough, organized, and controlled.	1	2	3	4	5
12. **Diligent**: Is persistent, hardworking.	1	2	3	4	5
13. **Sensitive**: Shows tolerance, is tactful and sympathetic.	1	2	3	4	5
14. **Empathic**: Understands others, identifies with others.	1	2	3	4	5

From *Leadership Theory and Practice* (8th ed.), by P. G. Northouse, 2018, SAGE Publications, p. 38. Copyright 2018 by SAGE Publications.